Where the Future Takes Us

Teaching is a competition. Teachers compete with their colleagues for the best test scores, teachers compete with themselves to top their previous performances, and teachers compete for students’ attention. In a perfect world, students would all sit-up straight in their chairs and listen closely to what their teachers had to say with zero cases of ADD or ADHD, behavior problems, or interruptions. The reality is however, that students come to school with a barrage of presets that come in the form of: television, video games, and computers. Diagnosed effectively, these issues can either be a gift or the Achilles heel to a classroom and its structure.

Rather than telling “Johnny” to sit down and pay attention all day we have to give “Johnny” something that he can’t take his eyes off or an assignment that he can’t stop doing (not because he can’t finish but because he doesn’t want it to end). If you can’t beat them join them. Join them by offering a solution that will reach their attention spans and enhance their learning in the process. ““Educating Digitally: Classrooms without Books”, offers educators an endless array of tools that can be used to effectively energize a room full of bored, busy bodies. From edublogs to social networking students are able to interact in their own learning experiences.

“Rural sociology is a subfield of sociology that focuses on the social problems of rural life. Many rural sociologists are employed in colleges of agriculture at land-grant universities. These agricultural schools have three main functions: (1) to teach students, (2) to conduct research on agricultural problems, so as to help farmers and agricultural businesses, and (3) to operate a state extension service to diffuse agricultural innovations (coming from research) to potential adopters, particularly farmers (Rogers, 2003).”

Although all schools are different, the diffusion method that uses rural sociology can be incorporated to analyze if technology can be used as an effective tool within the classroom to increase the overall performance of students. Of the three main functions, both formative and summative evaluations can be used to test: if technology can be used to teach students, to conduct research on which technology is the most formable, and to make research based decisions on which skills will be targeted.

This innovation was chosen because I realize that the most important thing in a classroom is getting a students’ attention. “Educating Digitally: Classrooms without Books,” has the ability to change the entire structure of the classroom while cutting costs on paper and pencils. The potential for this particular platform is endless.

References:

Rogers, Everett M. (2003-08-05). Diffusion of Innovations, 5th Edition (Kindle Locations 1674-1678). Simon & Schuster, Inc.. Kindle Edition.